DOCUMENT RESUME

ED 385 017 EC 304 014

AUTHOR	Ford, Bridgie Alexis, Ed.; And Others
TITLE	Effective Education of African American Exceptional Learners: New Perspectives.
REPORT NO	ISBN-0-89079-619-X
PUB DATE	95
NOTE	326p.
AVAILABLE FROM	Pro-ed, 8700 Shoal Creek Blvd., Austin, TX 78757-6897 ($28).
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Ability Identification; *Black Students; Cultural Context; Curriculum Development; *Disabilities; Disability Identification; Educational Innovation; Elementary Secondary Education; Emotional Disturbances; Family Environment; Family Involvement; *Gifted; Inclusive Schools; Language Acquisition; Learning Disabilities; Mental Retardation; Parent School Relationship; Self Concept; *Student Evaluation; Teacher Education; *Teaching Methods
IDENTIFIERS	*African Americans

ABSTRACT

This book presents 11 author-contributed papers covering the theory and practice of effective assessment and instruction of African American students with exceptionalities, including both disabilities and giftedness. Emphasis is on effective delivery of empowering services to African American youth and their families. The first seven papers have the following titles and authors: (1) "Assessment of African American Exceptional Learners: New Strategies and Perspectives" (Thomas E. Midgette); (2) "Identifying and Transforming the Potential of Young, Gifted African Americans: A Clarion Call for Action" (James M. Patton and Joy L. Baytops); (3) "Self-Concept Model for African American Students in Special Education Settings" (Festus E. Obiakor); (4) "The Language of African American Learners: Effective Assessment and Instructional Programming for Children with Special Needs" (Harry N. Seymour et al.); (5) "Curricular and Pedagogical Procedures for African American Learners with Academic and Cognitive Disabilities" (Helen Bessent Byrd); (6) "Cultural Contexts, the Seriously Emotionally Disturbed Classification, and African American Learners" (Mary Gresham Anderson and Gwendolyn Webb-Johnson); and (7) "Restructured Teacher Education for Inclusiveness: A Dream Deferred for African American Children" (Norma J. Ewing). Two papers then discuss the home-community-school pyramid connection: "African American Families" (Beth Harry) and "African American Community Involvement Processes and Special Education: Essential Networks for Effective Education" (Bridgie Alexis Ford); Descriptions of two alternative schools are then offered: "Foreign Language Immersion and Cultural Studies School: An Alternative Public School in Detroit, Michigan" (Ineala D. Chambers) and "Marcus Garvey School, Los Angeles, California" (Anyim Palmer). (References accompany each paper.) (DB)